**Lesson Plan Format**

Building a Community

**Teacher Candidate \_\_Maria Pacheco\_\_\_ Grade Level\_4th\_\_ Date of lesson\_\_11/29/11\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Illinois Learning Standards Addressed:

* **Fine Arts 26.B.2d:** Students will be able to demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.
* **Social Science 16.D.2b:** Students will be able to describe the ways in which participation in the westward movement affected families and communities.
* **Language Arts 4.A.2b:** Students will be able to ask and respond to questions related to oral presentations and messages in small and large group settings ().
* **Language Arts 4.B. 2c:** Students will use speaking skills and procedures to participate in group discussions.
* Targeted skills include understanding what a community is, what a community consists of, and how communities have changed over the years.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will have prior knowledge about the importance of people moving, facts regarding the westward movement, contemporaries that lived in the 1840’s, and the significant newspapers plated in the 1800’s.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to create fictional frontier community and present-day community.
* Students will be able to recognize a different way of life by comparing frontier communities to their own communities.
* Students will share their art work with the class and comment on what they think it would be like to live in a frontier community.
* Students will discuss the differences between the frontier and present-day communities.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be assessed on their completion of the community illustrations, both frontier and present day. Students will also be assessed on class discussion on communities, their contributions to completing the Venn diagram, and their presentation of their illustrations to the class. Grades will not be based on how their illustrations look, because art is subjective. If students successfully complete their drawings and participate, they will receive a satisfactory grade.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* paper
* crayons
* construction paper
* markers
* colored pencils
* scissors
* glue
* Scarry, Richard. What Do People Do All Day? Random House: New York, 1970.
* Knight, Amelia Stewart. The Way West: Journal of a Pioneer Woman  
  Aladdin: NY, 1999.
* Stanley, Diane. The Time Traveling Twins: Roughing It on the Oregon Trail  
   Joanna Cotler Books: NY, 2000.

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

* Direct Instruction and Guided Practice: together we will discuss the frontier and present day communities. Then Students will work individually on their own illustrations.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* I will read one or more of the following books to the class: What Do People Do All Day?, The Way West: Journal of a Pioneer Woman, The Time Traveling Twins: Roughing It on the Oregon Trail.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* After reading a book to introduce the day’s topic, together the class will discuss the frontier and present day communities. Ask…
  + What is a community?
  + What jobs must people do?
  + What buildings and services are necessary?
* Brainstorm lists of people, places, things that make a community. Draw parallels to frontier communities. What are the similarities and differences?
* Then, the students will use provided materials of their choice in attempt to illustrate both types of communities.
* Students will work individually on their own illustrations.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Students will present their illustrations to the class.
* As a class, we will discuss the differences in the drawings, frontier vs. present day.
* The information provided by the students will be put into a Venn diagram on the board.
  + The Venn diagram will illustrate information about the frontier present day and the similarities between them.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  |  | *Students who have motor difficulties can be provided assistive technology to complete their illustrations whether that is a special writing utensil or computer use.* |
|  |  | *For students who are visual learners and need to see questions in writing, the teacher can write out ‘Questions to Discuss’ on the board.* |
|  |  | *Students with behavioral problems could be assigned a role during classroom discussion. For example, a student could be the recorder and write down important information pertaining to a question on the board.* |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?